DOCUMENT RESUME

ED 451 470 CS 013 565

AUTHOR	Swartz, S. L.; Shook, R. E.; Klein, A. F.
TITLE	California Early Literacy Learning: Good First Teaching for All Children. Technical Report, 1998.
INSTITUTION	Foundation for California Early Literacy Learning, Redlands.
SPONS AGENCY	California State Univ., San Bernardino.
PUB DATE	1998-00-00
NOTE	24p.; For other technical reports, see CS 013 563-564.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Elementary Education; *Emergent Literacy; *Faculty Development; Instructional Improvement; Models; *Reading Instruction; *Reading Strategies; Student Needs; *Writing Instruction
IDENTIFIERS	*California Early Literacy Learning; Goals 2000; Reading Recovery Projects

ABSTRACT

This 1998 technical report looks at California Early Literacy Learning (CELL), a staff development program designed to help elementary teachers strengthen their teaching of reading and writing. Reading Recovery and other research-based teaching methodologies have been organized into a framework for classroom instruction, and training in the framework is provided in a two-year format that includes participation by the entire instructional team. The report is divided into the following sections: California Early Literacy Learning; Framework for California Early Literacy Learning; Training Model; CELL Implementation; Goals 2000; What Participants Say; and Research. (NKA)

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CALIFORNIA EARLY LITERACY LEARNING

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GOOD FIRST TEACHING FOR ALL CHILDREN

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California Early Literacy Learning

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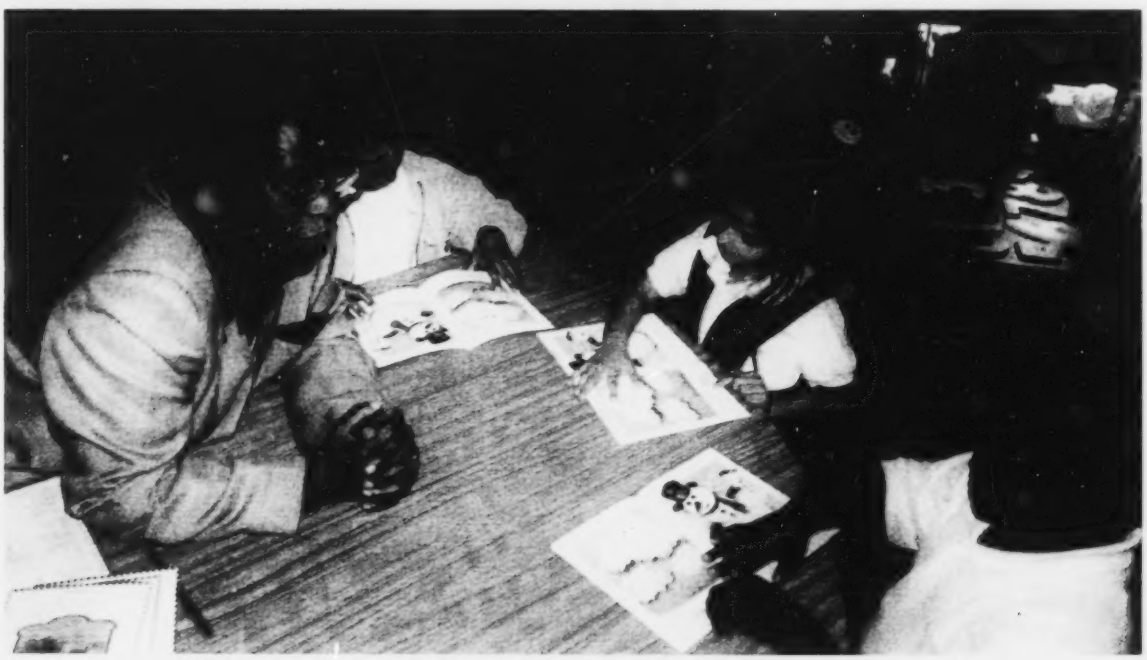
Swartz, S.L., Shook, R.E., & Klein, A.F. (1998). *California Early Literacy Learning*. (Technical Report). Redlands, CA: Foundation for California Early

California Early Literacy Learning

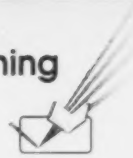
California Early Literacy Learning (CELL) is a staff development program designed to support elementary teachers (CELL, PreK-3 and ExLL, 4-6) strengthen their teaching of reading and writing. Research-based teaching methodologies are organized into a framework for classroom instruction. The CELL project emphasizes that the primary instructional role in the elementary grades is to teach reading and writing.

California Early Literacy Learning is designed to meet the needs and strengths of each individual child. The CELL model stresses and encourages active participation from each child regardless of his or her current level of literacy acquisition. High progress children are encouraged to continue their rapid growth while low progress children are guided through the process with continuous support and an opportunity to accelerate their learning. The opportunity to try new learning in a risk-free environment and practice new strategies throughout the day are encouraged. CELL trains teachers to use a gradual decline of teacher support and a gradual increase in student independence based on demonstrated student capability. This reduction of teacher support is based on observations of individual child growth in understanding the process of literacy. The child's use of a variety of problem-solving strategies is supported through good teacher decision-making about ways to assist each child toward the goal of independence. The elements of the CELL framework for instruction are designed to help each child and the whole class move together toward that goal. The framework has been designed to structure a classroom that uses literacy activities throughout the day of every school day.

Other curricular areas are delivered in this context using literacy activities as the method of instruction. The CELL framework of instructional activities includes oral language, phonics, higher-order thinking skills, and reading and writing activities.



California Early Literacy Learning (Grades PreK-3) CELL Framework



The PreK-3 Framework is carefully designed to help the beginning reader develop the necessary skills to master alphabetic principle, phonemic awareness, and concepts about print in a literature-rich environment.

Phonological Skills
- Uses oral language to access reading and writing
- Builds a foundation of phonemic awareness for explicit skills learning
- Teaches systematic phonics through writing, spelling, and reading
- Supports development of accurate spelling

Reading Aloud
- Builds vocabulary
- Introduces good children's literature through a variety of genre
- Increases repertoire of language and its use

Shared Reading
- Promotes the development of early reading strategies
- Encourages cooperative learning and child-to-child support
- Stresses phonemic awareness and phonologic skills

Guided Reading
- Allows observation of strategic reading in selected novel texts
- Provides direct instruction of problem-solving strategies
- Allows for classroom intervention of reading difficulties

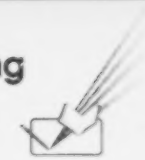
Independent Reading
- Allows children to practice strategies being learned
- Develops fluency using familiar texts
- Encourages successful problem solving

Interactive Writing
- Provides an opportunity to jointly plan and construct text
- Develops letter-sound correspondence and spelling
- Teaches phonics

Independent Writing
- Encourages writing for different purposes and different audiences
- Fosters creativity and an ability to compose
- Allows opportunity to practice or attempt new learning

The CELL training model is a peer coaching approach to helping teachers learn how to use the framework activities effectively in their classrooms and how to integrate the individual elements into an overall system of classroom instruction. Oral language is the foundation for all of the elements of early literacy learning. The dialogue, discussion, verbal interaction, and active oral engagement of each child are stressed as each of the framework elements is used. Knowledge of the structure of language is known to increase with communication that occurs surrounding the literature that is read aloud and the themes that are studied across the curriculum of the classroom. The practice of oral language and the development of new vocabulary through discussion and reading from a broad range of genre are reciprocal in nature. Skills development is also emphasized across each of the framework elements. Emergent readers must have the opportunity to develop phonemic awareness and to practice phonological strategies and decoding skills. These skills are best acquired in the context of meaningful activities and should be given extensive practice by reading quality literature and engaging in authentic writing activities.

Extended Literacy Learning (Grades 4-6) ExLL Framework



The Extended Literacy Learning Framework is based on an alignment with the PreK-3 Framework extending it into the intermediate grades where content area study and application of skills have increased importance.

Reading Aloud

Expands concept development and language structure

- Fluent, expressive reading
- New and familiar concepts and context
- Language usage and grammar

Shared Reading

Increases fluency and extends phonemic awareness

- Phonemic awareness for explicit skills learning
- Reader's theater
- Choral reading

Directed Reading

Provides explicit instruction for readers at various ability levels, integrates reading into the content areas and teaches study and reference skills

- Guided reading
- Literature circles
- Reciprocal teaching

Independent Reading

Allows for extended practice, increased comprehension, and higher-order thinking skills

- Specific reading strategies and text handling
- Content area study

Directed Writing

Supports the accurate construction of text and effective spelling strategies

- Advanced word analysis
- Interactive editing
- Writer's workshop

Independent Writing

Encourages creativity and the ability to write for different purposes

- Language structure and correct grammar
- Spelling and punctuation skills

Oral Presentation

Formalizes the process of sharing ideas and reporting information

- Content area oral reports
- Oral interpretation of literature
- Drama/performance

The elements of the CELL framework provided during the inservice training are reviewed and discussed by both experienced and novice teachers in a participating elementary school. Schoolwide staff development is provided by a specially trained Literacy Coordinator skilled in both the theory and practice of effective literacy learning. Literacy Coordinators also provide peer coaching to assist teachers in taking on the new learning and instructional methodologies used in the CELL framework.

Key Elements of CELL

California Early Literacy Learning has a number of key elements that have been found important to its success and essential to effective implementation. Participants have reported that CELL is a unique blend of intensive professional development that matches theory and practice and support of new learning by teachers.

CELL recognizes that the teaching of reading and writing is the foundation for all later academic achievement. Teachers are encouraged to teach all subjects using the framework of literacy activities. CELL also restructures how we teach children to read and write. Schools who join CELL have determined the need to change their approach

to teaching reading and writing. CELL schools are committed to providing massive opportunities for children to practice reading and writing. Teachers are encouraged to use literacy activities as their primary teaching method, all day, every day.

The Goals 2000: Educate America Act demonstrated that improving reading and writing in elementary schools was a national priority. California Early Literacy Learning helps schools meet this goal by providing staff development that helps teachers be more effective in providing literacy learning. The teaching of phonemic awareness, systematic explicit phonics instruction, sound symbol relationships, decoding, word attack skills, spelling instruction, and diagnosis of reading deficiencies are all emphasized in the CELL classroom. The inservice training provided through CELL also includes research on how children learn to read, how proficient readers read, the structure of the English language, and the relationship between reading, writing, and spelling. Teachers are provided a means to plan and deliver appropriate reading instruction based on assessment and evaluation using independent student reading of high quality books. Reading instruction is based on improving reading performance and comprehension.

CELL is a balanced reading program that combines skills development with literature and language-rich activities. Children are provided direct instruction using high quality, appropriate materials (CDE, 1995).

CELL uses teaching methods that have substantial support in the research literature. CELL aligns teaching methods used within and across grade levels. Achievement gains are enhanced when transition from grade to grade is accompanied by teachers who use the same

Key Elements of CELL

CELL recognizes the teaching of reading and writing as the foundation for all academic achievement.
CELL restructures how we teach children to read and write.
CELL implements Goals 2000.
CELL is a balanced reading program that combines skills development with literature and language-rich activities.
CELL provides a framework for instruction to support literacy learning throughout the school day.
CELL aligns teaching methods used within and across grade levels.
CELL coordinates classroom instruction, early intervention, and special education.
CELL collects diagnostic information to inform instruction and assessment data to ensure accountability.
CELL provides intensive professional development with follow-up.
CELL uses a capacity-building model that ensures long-term support.
CELL uses high quality teaching materials from a wide variety of sources.
CELL has demonstrated comparable success with second language learners.
CELL success is measured by student performance.

teaching methods. CELL also aligns classroom instruction, early intervention, and special education.

CELL collects diagnostic information to inform instruction and assessment data to ensure accountability. Teachers are trained to administer the Observation Survey (Clay, 1993) and to improve their observation of children to better inform instruction. Standardized test measures are provided to track both individual student and class achievement.

CELL provides intensive professional development with follow-up. School-Based Planning Team and Literacy Coordinator training are both year long. Follow-up support for the three to five year implementation is provided through on-site training, class visits, and monthly guided meetings.

CELL uses a capacity-building model that ensures long-term support. The School-Based Planning Team and the school-based Literacy Coordinator both help establish a system of support that continues year after year. CELL also provides long-term support through continuing professional development opportunities at the Annual West Coast Early Literacy Conference and California Early Literacy Learning Institute.

CELL uses high quality teaching materials from a wide variety of sources. Teachers receive a substantial collection of children's literature books and books for shared and guided reading during CELL training. The effective use of other materials, such as basal reading series, is also included in the training. In addition, an extensive list of professional readings are used during the training.

CELL has demonstrated comparable success with second language learners. CELL schools report that the framework of activities has been effective in English only classes, Spanish only classes, and classes for second language learners. Book lists used in CELL are available in both English and Spanish.

CELL success is measured by student performance. Intensive staff development and ongoing support should be a condition of teacher accountability. Data reported in the research section show various procedures that CELL uses to document its success.

TRAINING MODEL

School-Based Planning Teams

To ensure schoolwide support for CELL, a School-Based Planning Team participates in a year long series of planning activities and framework training sessions. The School-Based Planning Team is composed of the school principal, a reading specialist, a special education teacher, and one teacher each from PreK, Kindergarten, first, second and third grades. Generally, a member of the team will emerge as a leader for the team during the year and agree to be trained as a Literacy Coordinator.

The ExLL training model for grades 4-6 is similar to the CELL model. Teachers representing each grade, the principal, and other specialists participate in a separate year long series of trainings. It is expected that ExLL schools will have participated in CELL in a prior year or are participating in both trainings in the same year.

The teachers from each team receive initial training in the elements of the framework and begin implementation of the framework immediately after the first session. They receive feedback regarding their efforts at each subsequent session. This format allows a school to begin partial implementation of CELL or ExLL and develop a resource for observation, demonstration, and support of the project.

School-Based Planning Teams
ROLE OF THE TEAM

Support the implementation of CELL by:

- Beginning to practice the elements of the framework daily in your classroom.
- Learning the theoretical constructs of early literacy learning through professional reading.
- Making decisions on how the implementation of literacy instruction can be supported and extended throughout your school.
- Attending and actively participating in all training days.
- Helping to coordinate guided meetings of SBPT at school site.
- Supporting colleagues on the team as they attempt new learning.
- Reflecting on your own teaching.

Training for these sessions is provided by the CELL training staff and the team of trained Literacy Coordinators.

School-Based Planning Team training sessions include five full-day activities and attendance at the California Early Literacy Learning Institute. The training sessions focus on systematic observation of children's learning and specific instruction in the effective use of elements of the CELL and ExLL frameworks.

The School-Based Planning Team also works together during the training days to develop a vision for future literacy instruction in their school. Planning for long-term staff development over the next three to five years is a role of the School-Based Planning Team at each school. Supporting the Literacy Coordinator while in training is another function of each School-Based Planning Team. The Literacy Coordinator-in-training practices observation skills and peer coaching with the School-Based Planning Team members.

Literacy Coordinator

The Literacy Coordinator is the school-based staff developer who supports the implementation of the CELL and ExLL frameworks. This individual has no supervisory responsibility, but rather serves as a coach and mentor to colleagues on the instructional team. There is a separate and distinct training for CELL and ExLL Literacy Coordinators.

The Literacy Coordinator-in-training participates in five full-week trainings (Sunday through Friday) in September, November, January, March, and July and additional one-day training sessions in October, February, and April. This training consists of observations in schools with demonstration classrooms, group meetings to reflect on the teaching and learning observed, and seminars that combine theory and practice. Throughout the year, the Literacy Coordinator-in-training teaches a half-day in a classroom using the elements of the framework and attends biweekly guided meetings.

In addition to teaching a half-day in their own classrooms, the Literacy Coordinators support the continued learning of the School-Based Planning Team by observing in classrooms half days, and conduct awareness sessions with the rest of the instructional team.

During the training week in July, Literacy Coordinators participate in a leadership training seminar that focuses on peer coaching and the construction of the staff development model.

Implementation Schedule

School-Based Planning Team

- Observation Survey Training (2 days)
- 5 One-day Training Sessions
- Monthly Guided Meetings (90 minutes)
- West Coast Literacy Conference and CELL Institute

Literacy Coordinator Training

- Observation Survey Training (2 days)
- 5 One-day School-Based Planning Team Training Sessions
- Monthly Guided Meetings
- 5 Week Long Training Seminars
- 3 Interim Training Days
- Monthly Colleague Meetings
- West Coast Literacy Conference and CELL Institute

School-wide Training

- Observation Survey Training (2 days)
- 30 Hours Training for Staff
- Biweekly Guided Meetings (90 minutes)
- West Coast Literacy Conference and CELL Institute

One of the major strengths of the CELL training model is the effectiveness of peer coaching. The Literacy Coordinators use their classroom for demonstration opportunities for their colleagues. It is recommended that a Literacy Coordinator have responsibility for supporting approximately twenty teachers. Additional Literacy Coordinators are recommended for larger schools.

The framework has been designed to structure a classroom that uses literacy activities throughout the day of every school day.

For smaller schools it is possible to combine the CELL and ExLL training so that one Literacy Coordinator can support grades PreK-6. This extended training model requires completion of CELL and ExLL School-Based Planning Team training, CELL Literacy Coordinator training, and supplemental training in the ExLL Framework.

Concurrent Training

Schools that have initiated restructuring and have developed staff preparedness with previous literacy training and staff development can participate as a School-Based Planning Team and have a Literacy Coordinator trained concurrently.

After the training year, the Literacy Coordinator begins full implementation at the site through training of the additional members of the instructional team. Classroom observations that support this training are available in the classrooms of the School-Based Planning Team and in the classroom taught by the Literacy Coordinator.

The CELL model is designed to make elementary schools self-sustaining through the training of Literacy Coordinators who can provide staff development and peer coaching to teachers in their own schools. This capacity-building model has been found to support long term change in participating schools.

Cell Implementation

Since CELL training was initiated in academic year 1994-95, 144 schools and 77 Literacy Coordinators have been trained. It is estimated that approximately 121,000 children are taught in classrooms using CELL teaching methods.

CELL has also developed a training program in Wyoming. Wyoming Early Literacy Learning (WELL) has trained 25 schools and four Literacy Coordinators. In addition, Wyoming was the pilot site for Extended Literacy Learning (ExLL). CELL has also completed training in Arizona, Hawaii, and Texas.

California Early Literacy Learning (CELL) Implementation

	School-Based Planning Teams	Literacy Coordinators	Children Served
1994-95	–	8	4,800
1995-96	23	13	21,540
1996-97	43	23	46,560
1997-98	78	33	48,550
TOTAL	**144**	**77**	**121,450**

What Participants Say

Classroom Teachers:

"I wish I had received this kind of training in college. All teachers should be trained in CELL."

"With all the elements being used, the children are receiving good first teaching."

"Teachers who participate in the CELL program do not stagnate. They are evolving. Looking inward, growing, sharing, changing, are all part of what it means to be a CELL teacher. The CELL Program, like life, changes. It is a process of total engagement on the part of all participants."

"CELL provided a framework with which I could teach according to my understanding of how kids think and learn. I watch my students making literacy connections daily. My students are learning at a pace I never imagined possible for at-risk kids."

"Through all the professional development and support from my literacy coordinator, colleagues, and site administrator, I have learned so much about the elements of CELL. As I continue to learn and use the elements, I am becoming more convinced that it works."

"My first year at a CELL school was one of new learning, rethinking, and change. I admit I was very reluctant to change my way of thinking. However, given time, my literacy coordinator, guided meetings, professional growth, and the support of my peers, I have come to the conclusion that CELL has taught me how to teach!"

"Even special education is included. You could never have persuaded me that this kind of growth was possible."

Literacy Coordinators:

"Now that I have been in CELL (this wasn't true at first) my expectations have steadily increased and continue to rise, and also, my preconceived ideas (limitations) have been drastically decreased and continue to be reduced."

"CELL has developed among our teachers a common frame of reference as we discuss our students' growth and needs. We have also developed a much stronger and clearer sense of purpose and cohesiveness."

"CELL has changed my life. I will never be the same again and I certainly will never teach the same."

Principals:

"I am the principal of a large, urban, year-round school with 95 percent Title I-identified and 80 percent limited English proficient (students) . . . I can see children achieving more and at higher levels than ever in the history of this school."

"We are just starting CELL. I visited a CELL school and I would like to hire nine teachers just like the one I observed."

"The strongest effect of CELL has been the improvement in the regular classroom. The base program has improved 100 percent. Pull-out and push-in programs are no longer the first line of intervention—good first teaching is!"

"We are seeing amazing results in our students reading and writing abilities as a result of the CELL strategies."

RESEARCH

California Early Literacy Learning is a research-based program. All elements of the framework were selected because of their substantial support in the research literature. CELL participants assist in the collection of data that are used to document program success and individual student gains. It is a primary focus of CELL research to analyze and report data generated by individual participating schools and districts.

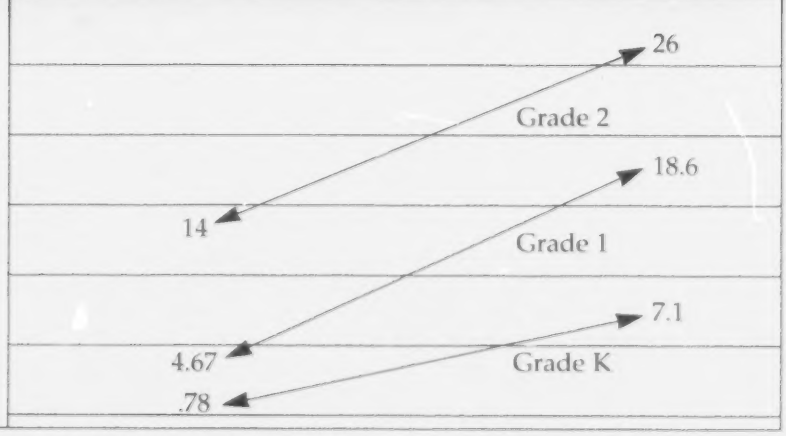
As soon as possible after the opening of school, a random sample of each class (approximately six children) is administered the Observation Survey (Clay, 1993) by teachers and the Literacy Coordinator. Within the last three weeks of school, the Observation Survey is readministered to the same sample. During Fall, the Gates-MacGinitie Reading Test is administered to second graders. These scores are used to assist in the analysis of student outcome data. Additional data available from the school (e.g., standardized test scores) are used to assist in this analysis.

The primary goal of California Early Literacy Learning is to increase the literacy achievement of children. Table 1 shows Fall and Spring Observation Survey mean scores and grade equivalents in text reading for children in grades K-2 at a fully implemented CELL school. Kindergarten students began the year as non-readers and reached a level equivalent to mid-first grade by the Spring testing. Achievement of first-graders increased from upper Kindergarten to beginning second, and second-graders began the year just below grade level and scored high fourth grade in the Spring testing. These randomly selected children received no intervention or support services other than effective classroom teaching using the CELL framework.

Referrals to special education were significantly reduced.

Table 1
Mean Text Reading Scores for Fall and Spring – Focus Child Testing

Grade Level	Text Reading Level*	Fall	Spring
4th Grade	25		
3rd Grade	20		
2nd Grade	15		
1st Grade	10		
	5		
Kindergarten	0		



Charles Mack Elementary – Elk Grove Unified School District, 1997 *Observation Survey

Table 2
Year End Mean Text Reading Scores for WELL Training Groups and Control Groups

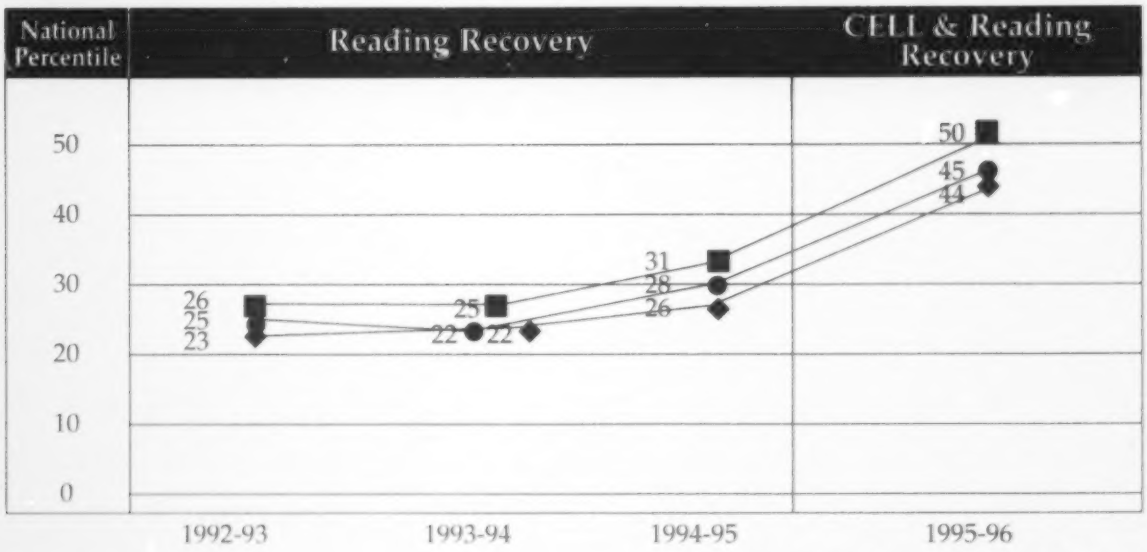
Grade Level	Text Reading Levels*	Control	WELL Trained
3rd grade	20		Grade 2
2nd grade	15		
1st grade	10		Grade 1
Kindergarten	5		Grade K
	0		

(Wyoming Indian School, WY N=200) *Observation Survey

Table 2 reports a study completed in a small rural school (WELL, Wyoming Early Literacy Learning) where half of the staff participated in training and the other half served as a control group who received no training. Significant increases in text reading scores were reported in each grade level for teachers who participated in training compared to those who received no training.

Many schools who have selected CELL as a staff development program also participate in the Reading Recovery program. Though Reading Recovery, by design, is an intervention and not expected to impact the cohort, many districts track these data. Table 3 shows standardized test data for first graders over a four year period in mathematics, reading, and total battery. The three years of data during Reading Recovery participation show scores in the 22-31 national percentile range. Year end scores following the first year of CELL implementation showed a dramatic increase in all three areas to the 44-50 percentile range. It is interesting to note that the achievement increase was also seen in mathematics. These data help support the primary importance of reading and writing instruction in the

Table 3
Impact of California Early Literacy Learning (CELL) on Standardized Test Scores for First Graders*



*Comprehensive Test of Basic Skills (CTBS)

(Newark Unified School District N=90)

elementary grades. It also suggests that even a powerful intervention like Reading Recovery improves with the support of effective classroom teaching.

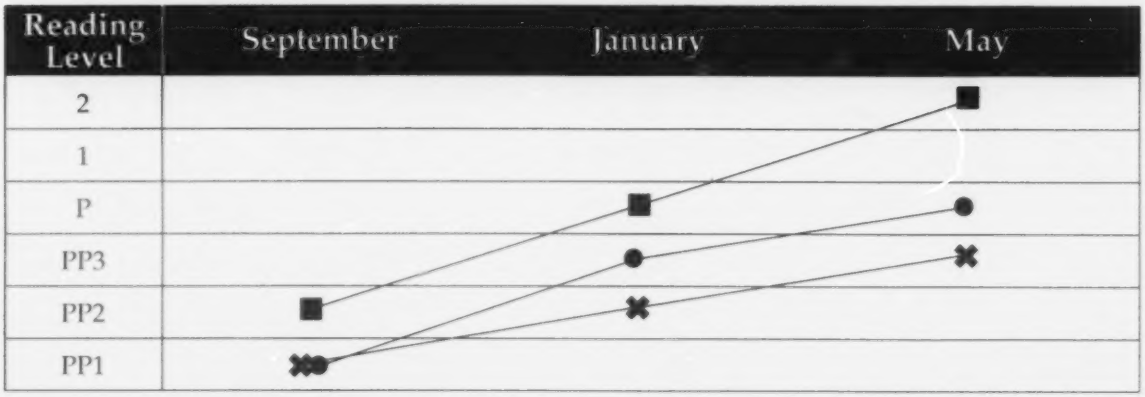
Table 4 also has data that compare Reading Recovery implementation and CELL implementation. In addition, it compares CELL implementation at the School-Based Planning Team level and the Literacy Coordinator level. The benefits of full CELL implementation are demonstrated in this study as well as the benefits of a school-based staff developer.

It is hoped that powerful instruction and access to good first teaching for all children will impact the need for remedial reading and special education services. Table 5 reports special education referrals over a three year period. Non-Title I schools with neither Reading Recovery nor CELL support showed an increase in percentage of referral from 2.6 to 3.7. Title I schools supported by Reading Recovery showed a referral reduction from 3.0 to 2.8 percent. The demonstration school supported by Reading Recovery and CELL showed a significant reduction in referrals to special education from 3.2 to 1.5. These data confirm both the effective combination of a balanced program of reading and writing instruction with a powerful early intervention and the cost effectiveness of schoolwide staff development in CELL.

Table 6 compares achievement in grades 1-4 on the California Achievement Test (CAT-5) over a four year period. Schools who had full CELL implementation showed increases of 10, 10, and 11 normal curve equivalents in reading comprehension. Schools

Table 4

Comparison of First Grade Text Reading Level Averages for Reading Recovery, CELL Year One (Team) and Year Two (Literacy Coordinator) Implementation Years.*

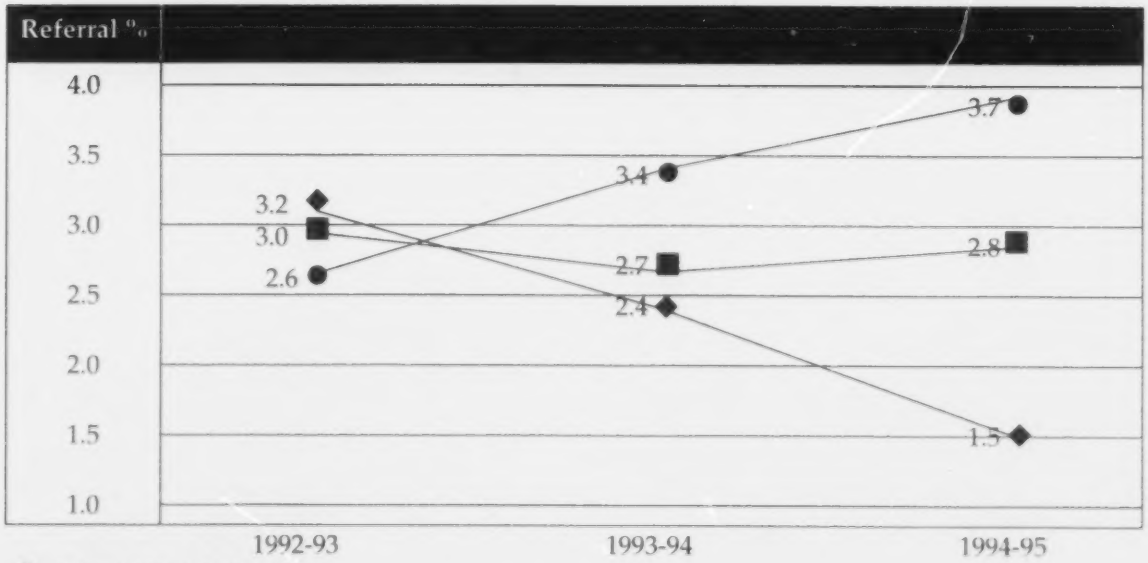


✖ 94-95 Reading Recovery Implementation
● 95-96 CELL School-Based Planning Team Training
■ 96-97 CELL Literacy Coordinator Training

*Observation Survey
(Pearl Zanker School
Milpitas Unified School District, 1997)

Table 5

Comparison of Title I, Non-Title I, Reading Recovery, and California Early Literacy Learning Referrals to Special Education



● Non-Title I Schools
■ Title I and Reading Recovery Schools
◆ Title I, Reading Recovery and CELL School

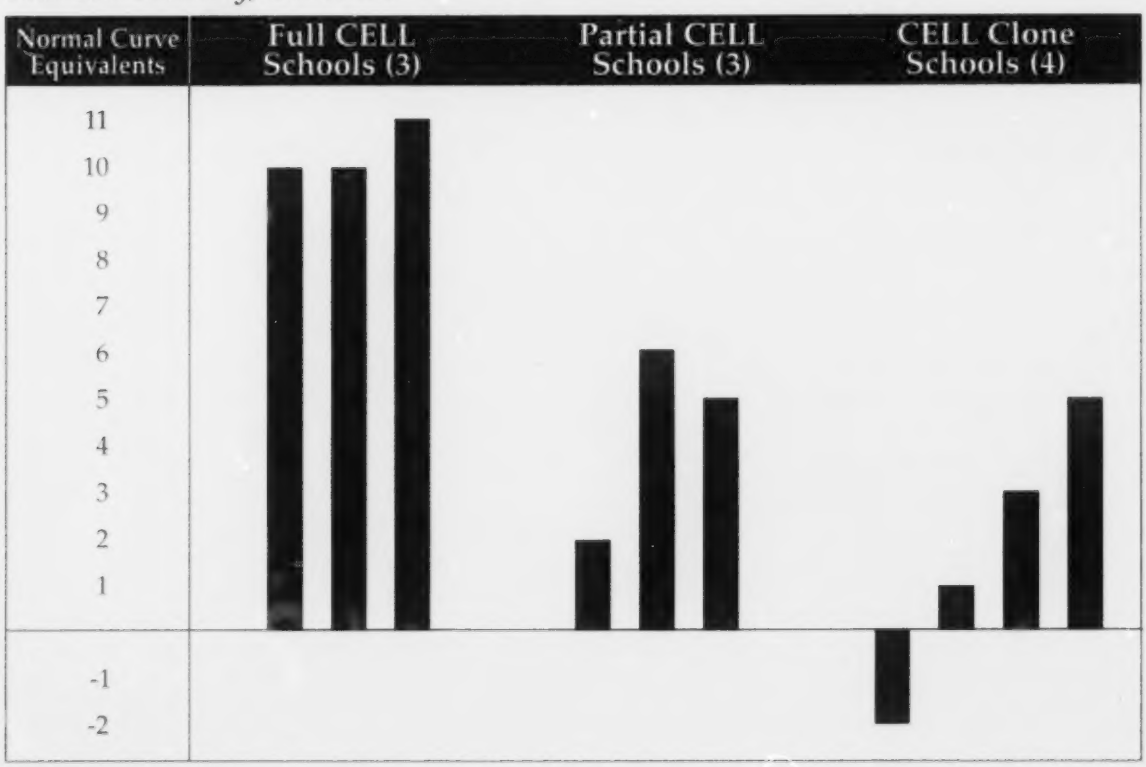
(Colton Joint Unified School District, 1996)

with partial implementation of CELL showed increases of 2, 6, and 5. And schools that participated in a district developed CELL clone had normal curve equivalent scores of -2, 1, 3, and 5. These data are a strong indication that program replication is affected by altering standards, procedures, or training.

These studies demonstrate that CELL is effective as a professional development program. The most important data are those that show good achievement gains in literacy in CELL schools. Schools who have committed to training a Literacy Coordinator show greater gains than those who received only the School-Based Planning Team training. Both level of CELL implementation and adherence to the CELL model are seen as important variables.

The impact on special education was also measured in one study. The savings that would result in the reduced referral to special education would, by itself, cover the cost of all CELL training. This is a powerful measure of cost effectiveness.

Table 6
California Achievement Test (CAT-5) Reading Comprehension Four Year Summary, Grades 1-4



(CELL Pilot District, 1997)

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Milpitas Unified School District

David Freedman
Berkeley Arts Magnet Elementary
Berkeley Unified School District

Yvonne Gatley
Coffeen Elementary
Sheridan County (Wyo.) School District #2

Nancy Goodyear
Los Banos Elementary
Los Banos Unified School District

Ingrid Gruen
Kingsley Elementary
Pomona Unified School District

Nadine Haddock
San Miguel Elementary
Lemon Grove School District

Carime Hagg-Hagg
Educacion para el Desarrollo Humano
Mexico, D.F.

Lourdes Hale
Garfield Elementary
Montebello Unified School District

Carol Hartunian
Cabello Elementary
New Haven Unified School District

Susan Helms
Newmark Elementary
San Bernardino City Unified School District

Rosetta Henderson
Manhattan Place Elementary
Los Angeles Unified School District

Irma Hernandez
Grant Elementary
San Jose Unified School District

Anna Herrera
Micheltorena St. Elementary
Los Angeles Unified School District

Theresa Huk
Pioneer Elementary
New Haven Unified School District

Charlene Huntley
Highland Elementary
Sheridan County (Wyo.) School District #2

Diana Kaylor
Springville Union School
Springville Union School District

Geri Keskeys
Charles Mack Elementary
Elk Grove Unified School District

Joanne King
Pearl Zanker Elementary
Milpitas Unified School District

Christy Kropacek
Crestmore Elementary
Colton Joint Unified School District

Lorraine Leyva
Foster Elementary
Baldwin Park Unified School District

Donna Lindsay
Searles Elementary
New Haven Unified School District

Karen Lummus
Desert View Elementary
Lancaster Unified School District

Benilda Medders
Alvarado Elementary
New Haven Unified School District

Lynn Merkwan
Smith Elementary
Colton Joint Unified School District

Cinda Moon
West Randall Elementary
Fontana Unified School District

Ann Morales
Madison Elementary
Desert Sands Unified School District

Elizabeth Murphy
Union House Elementary
Elk Grove Unified School District

Deborah Nemecek
Decoto Elementary
New Haven Unified School District

Maria Noriega-Petty
Esperanza Elementary
Los Angeles Unified School District

Kathy Parker
Ashgrove Elementary
Fremont County (Wyo.) School District #25

Beth Patrick
San Altos Elementary
Lemon Grove School District

Lili Perez
Longfellow Elementary
Riverside Unified School District

Marcia Pifer
Grant Elementary
Colton Joint Unified School District

Lynne Redman
Miramonte Elementary
Los Angeles Unified School District

Nancy Roberson
Mount Vernon Elementary
Lemon Grove School District

Vera-Lisa Roberts
Hillview Crest Elementary
New Haven Unified School District

Lyn Ross
Moon School
Waterford School District

Barbara Snyder
Lincoln Elementary
Fremont County (Wyo.) School District #25

David Stanton
Eucalyptus Elementary
Hawthorne School District

Maria Tait
Rosemary Elementary
Campbell Union School District

Carena Vallejan-Saldivar
Middleton School
Los Angeles Unified School District

Pam Wagner
Highland Elementary
Riverside Unified School District

Debra Wakefield
Joe Hamilton Elementary
Del Norte County Unified School District

Lisa Walsh
Roscoe Elementary
Los Angeles Unified School District

Sharon Weight
Lynhaven Elementary
Campbell Union School District

Patricia Wheeler
Buckeye Elementary
Gateway Unified School District

Julie Witter
Canyon Springs Elementary
Sulphur Springs Union School District

Demonstration Team

Kathy Albiani
Charles Mack Elementary
Elk Grove Unified School District

Timberly Axelrod
Crestmore Elementary
Colton Joint Unified School District

Julleen Binder
Jefferson Elementary
Fremont County (Wyo.) School District #25

Eloise Blanton, Principal
Miramonte Elementary
Los Angeles Unified School District

Rosemarie Bowers
Highland Elementary
Riverside Unified School District

Christina Blomquist
Highland Elementary
Riverside Unified School District

Jayne Brooks, Principal
Crestmore Elementary
Colton Joint Unified School District

Sue Brown, Principal
Newmark Elementary
San Bernardino City Unified School District

Cindy Browall
Lincoln Elementary
Fremont County (Wyo.) School District #25

Susan Brubacher
Newmark Elementary
San Bernardino City Unified School District

Anne-Marie Cabrales
West Randall Elementary
Fontana Unified School District

Mary Jo Chouinard, Principal
Lincoln Elementary
Fremont County (Wyo.) School District #25

Carol Crosby
Longfellow Elementary
Riverside Unified School District

Debbie Danovsky
Lincoln Elementary
Fremont County School District #25

Orene Dunzweiler
Charles Mack Elementary
Elk Grove Unified School District

Cheryl Dale
Charles Mack Elementary
Elk Grove Unified School District

Kristi Dale
Jefferson Elementary
Fremont County (Wyo.) School District #25

Debora DaPonte
Charles Mack Elementary
Elk Grove Unified School District

Stefanie Dennis
Charles Mack Elementary
Elk Grove Unified School District

Nicole Erable
Charles Mack Elementary
Elk Grove Unified School District

Elyse Espineli
San Miguel Elementary
Lemon Grove School District

Kiinani Farrow
Charles Mack Elementary
Elk Grove Unified School District

Christine Gallinetti
San Miguel Elementary
Lemon Grove School District

Tabatha Graf
Crestmore Elementary
Colton Joint Unified School District

Amy Halsey
Lincoln Elementary
Fremont County (Wyo.) School District #25

Susan Helms
Newmark Elementary
San Bernardino City Unified School District

Jill Henderson
San Miguel Elementary
Lemon Grove School District

Margie Herrera, Principal
Longfellow Elementary
Riverside Unified School District

Shelly Honig
San Miguel Elementary
Lemon Grove School District

Virginia Horowitz, Principal
San Miguel Elementary
Lemon Grove School District

Jennifer Howell
Charles Mack Elementary
Elk Grove Unified School District

Dr. Paul Jenkins, Principal
West Randal Elementary
Fontana Unified School District

Gillian Johnson, Principal
Charles Mack Elementary
Elk Grove Unified School District

Suzy Kerbs
Grant Elementary
Colton Joint Unified School District

Christy Kropacek
Crestmore Elementary
Colton Joint Unified School District

Kobi Leischner
Jefferson Elementary
Fremont County (Wyo.) School District #25

Kim Maltbie
Charles Mack Elementary
Elk Grove Unified School District

Rita McCoy
Lincoln Elementary
Fremont County (Wyo.) School District #25

Martin McGuffey, Principal
Jefferson Elementary
Fremont County (Wyo.) School District #25

Linda Meecham
Grant Elementary
Colton Joint Unified School District

Vicky Moore
Charles Mack Elementary
Elk Grove Unified School District

Tami Ortega
Newmark Elementary
San Bernardino City Unified School District

Theresa Pattison
Jefferson Elementary
Fremont County (Wyo.) School District #25

Lili Perez
Longfellow Elementary
Riverside Unified School District

Becky Peterson-Baker
West Randall Elementary
Fontana Unified School District

Tena Petix, Principal
Highland Elementary
Riverside Unified School District

Donna Rassmussen
Lincoln Elementary
Fremont County (Wyo.) School District #25

Yvette Sack
Charles Mack Elementary
Elk Grove Unified School District

Debra Smalley
.Lincoln Elementary
Fremont County (Wyo.) School District #25

Jennifer Stegall, Principal
Grant Elementary
Colton Joint Unified School District

Lisa Topoleski
Newmark Elementary
San Bernardino City Unified School District

Maria Virgil
Longfellow Elementary
Riverside Unified School District

Pam Wagner
Highland Elementary
Riverside Unified School District

Genie Walls
San Miguel Elementary
Lemon Grove School District

Daria Wood
Jefferson Elementary
Fremont County (Wyo.) School District #25

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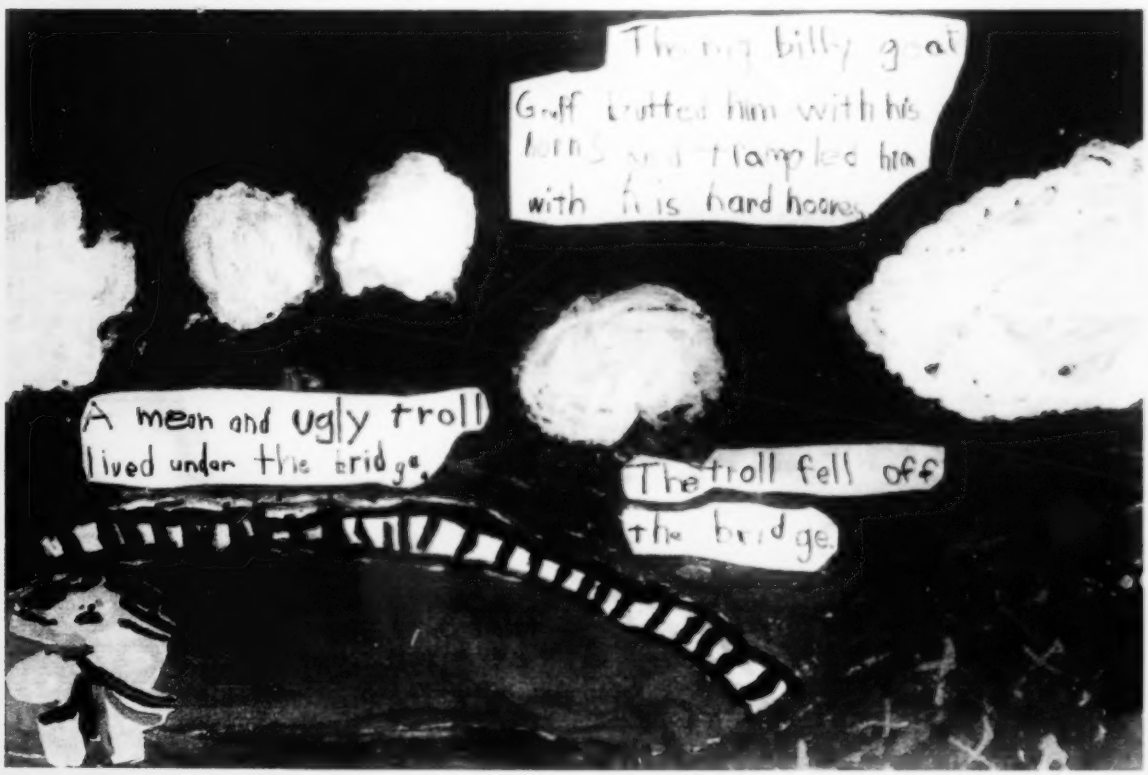
Special recognition is given to Literacy Coordinators Karen Bunnell and Elizabeth Murphy for their work in the development of the ExLL pilot.



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